

Phenomenological Exploration of Work-Life Balance among Capampangan Male and Female Parents in the Elementary Teaching Profession

Carla E. Asuncion, Camille M. Magat, Corine Joi L. Manalang, Charlotte P. Parungao Daniella M. Pasion, Richard N. Briones, MAGC, RGC

College of Education, Don Honorio Ventura State University, Cabambangan, Bacolor, Pampanga, Philippines
carlaasuncion083100@gmail.com

Abstract: *This qualitative study aims to identify how Capampangan male and female teachers balance their work and life as they remain role models in the elementary teaching profession. Ten public elementary teachers who experienced difficulties in their work-life balance under the Division of Pampanga participated in the face-to-face interview. The data collected were analyzed using Colaizzi's analysis. The findings revealed that both Capampangan male and female key informants are the same in terms of time spent on their work and family responsibilities and they make sure that they balance their work and personal life accordingly. The following are the difficulties of key informants: lack of time for the family, and being consumed by schoolwork. The findings also revealed the strategies used by the key informants which include being optimistic, having faith, practicing time management, and separating their roles as a parent and as a teacher can help to improve the work-life balance of every teacher. The key informants stated the importance of having a healthy work-life balance which can lead to attaining a sense of fulfillment, increasing productivity, and improving management skills. Moreover, the findings of this research can be adapted and used as a basis for future teachers to know and understand how to have a healthy work-life balance in the elementary teaching profession.*

Keywords—work-life balance; responsibilities; experiences; teaching profession; capampangan teachers

1. INTRODUCTION

Work-life balance is a phenomenon that every professional is currently facing. It plays a huge factor that affects the lives of every individual. It is the way in which a person can divide their time between work and their personal life. Teachers must have good strategies in order for them to sustain a good work and life balance. It is difficult to split time for colleagues, community, and family. Balancing work-life among male and females varies and they have widely different perspectives. As a teacher, finding a way to achieve a work-life balance is a major challenge. They enter the field with the goal of changing lives, but they frequently encounter difficulties in balancing their work and personal life. Teacher's roles are important to the progress and achievement of every pupil and they also act as a second parent that supports them by giving the needed guidance they deserve and ensuring that they also provide the needs of their family.

In particular, teachers must be passionate about their work and understand why they are doing it, everyone should be responsible with their job, they should not lose focus and take time to reflect occasionally (Lam, 2016). In terms of the amount of time spent on work and family responsibilities, men and women have traditionally occupied separate social roles, men work full-time outside the home, while women

take care of the family, and role divides based on gender are an element of the collective culture (Pace & Sciotto, 2021).

Furthermore, working parents in the educational sector find the most difficult challenges when it comes to balancing their work and personal life, teachers not just extend their time in school but also extend their time to work at lectures apart from maintaining students' records and professional requirements assigned by the institution (Pahuja, 2017). Moreover, Campbell (2021) stated that the work that you think is important should be considered and if it is not, try to reconsider it for you to have a good work-life balance.

Statement of the Problem

The researchers aimed to explore the extent to which Capampangan male and female teachers contrast from each other in balancing their career lives and roles as a parent, as they remain role models in the elementary teaching profession.

Specifically, it desired to answer the following questions:

1. How do the Capampangan male and female teachers describe their work-life balance in an elementary teaching profession?
2. What are the difficulties experienced by Capampangan male and female teachers in balancing their work and personal life?
3. How do the Capampangan male and female teachers manage the identified difficulties in their work-life balance?
4. What importance do a healthy work-life balance play in the professional development of Capampangan male and female elementary school teachers?

2. METHODS

Research Design

The researchers used a descriptive phenomenology approach because it explores and describes people's lived experiences that is commonly utilized in analyzing and interpreting data for a wide range of social, economic, political and educational purposes (Barr & Welch, 2017). The purpose of phenomenology is to define the essence of the experience in terms of what are the experiences and how it was experienced (Neubauer, 2019).

Sampling Technique

The study used purposive sampling. According to Alchemer (2021), it is a sampling design that is a non-probability sampling in which the researchers chose a member of the population based on the characteristics of a population and the objective of the study.

Key Informants of the Study

The key informants in this study included five (5) Capampangan male parents and five (5) Capampangan female parents who are teaching in the Division of Pampanga. The researchers chose 10 key informants due to saturation of responses. According to Saunders et al (2017), if the data collection or analysis has already been obtained or analyzed, additional data collection or analysis is not required or necessary. The criteria set for the key informants are as follows: (1) Capampangan elementary teachers (2) a father or mother of 2-3 children; (3) is teachers under the Division of Pampanga and (4) teachers experiencing issues in their work-life balance.

Setting of the Study

The research was conducted in the Division of Pampanga, Philippines. This includes ten (10) Capampangan elementary teachers who are teaching in the selected schools under the Division of Pampanga and experiencing issues in their work-life balance.

Research Instrument

The researchers used semi-structured guide protocols questions in collecting data of the key informants. The questionnaires were content validated by experts in the area of study. The key informants are also asked to respond and answer the questions in the interview guide.

Ethical Consideration

The proper guidelines were observed by the researchers. The participants were respectfully asked permission to participate in the study by the researchers. The participants signed the data privacy letter to affirm their consent to use their data in the study. The researchers ensured that the information acquired is of strict confidentiality.

Data Collection

The researchers decided to conduct an interview in collecting data. The researchers sought the permission of the Dean of College Education in conducting the study. Upon approval, the researchers asked the permission of the principal of each school and started to contact the ten (10) key informants. After the approval of the principal, the researchers started sending letters to the target key informants of the study. The key informants were reminded that all information gathered was treated with anonymity and confidentiality.

Data Analysis

Colaizzi's Approach was used for this qualitative research study. It guarantees the reliability and solidity of the study. Colaizzi's (1978); Wirihana et al, (2018) revealed that the Colaizzi's data analysis approach is precise and strong, making it a qualitative method that ensures the results' credibility and trustworthiness. It allows researchers to identify emerging themes and their connections.

3. FINDINGS AND DISCUSSION

This phenomenological study presents the views and opinions of Capampangan male and female teachers regarding the phenomena of work-life balance in the elementary teaching profession. The results of this study opt to share the understanding with: Capampangan male and female teachers' descriptions of work-life balance in the elementary teaching profession, the difficulties they experienced in balancing their work and personal life, how Capampangan male and female teachers manage the identified difficulties in their work-life balance and the importance of healthy work-life balance in their professional development.

Key Informants' Descriptions of Work-Life Balance in an Elementary Teaching Profession

Work-life balance of Capampangan male and female teachers is one of the phenomena that they are currently facing, the key informants provided various descriptions on the said terms, especially focusing on defining themes through their experiences in their everyday lives as a parent and as a teacher.

Theme 1. Opportunities to Appreciate Life

An appreciation of parents' educational backgrounds can help to comprehend current family viewpoints, motivations, and interactions with schools and teachers (Page, 2017). Being contented and appreciative has a major impact on the development of teachers, with that they can perform all their responsibilities well without thinking what other factors or problems may arise.

“Not everyone is given the chance to be a parent. So, the responsibilities that goes with an open mind and heart.” – CFT3

“Appreciate all the things you have and reduce stress level.”
–CFT4

“Fulfilling and exciting, I feel contented as a person. Being able to give and perform my best as a mother and a teacher and to give what is expected of me.” –CFT5

Theme 2. Being a Good Provider for their Children

Parenting was portrayed as a time-consuming task that required being ready to provide attention at any moment. This left parents with little time to attend to any demands or tasks that were not related to their child's care (Woodgate et al., 2015). The key informants make sure that they provide all the needs of their children even though they have a lot of responsibilities in their work.

“I give all the needs of my children, for example the responsibilities of a parent that needs to give for your children not just for school matters but also in everyday lives.” –CFT1

“Parents responsibilities are infinite. We just have to keep going and stay focused on carrying-out these responsibilities like providing the needs of our kids.” –CFT3

“Being able to provide everything that they need and give them almost everything they wanted.” –CFT5

Theme 3. Home as Extension of their School Works

According to Kara & Günes et al. (2021), the majority of female teachers claimed that they were unable to obtain administrative support during the distant learning process. They were also found to be emotionally exhausted during the process of working from home, with lower job satisfaction, stress, and concerns about managing work and family life.

“Our school works, we also bring them home. It doesn't mean that we are doing them at school, we didn't do them at home.” –CFT2

Sub-theme 3.1. Experienced Burnout

Theme 4. Need to Choose Between Work and Child School Affairs

Show that parents enhanced their involvement in parent-child activities, interacted more with their children, and expressed satisfaction with the program and its relevance (Martine & Mariette et al., 2021). There are times that teachers that have children need to choose between their work and the school affairs of their children.

“There is an event at the school of my children then you're busy at your job, you will think of a way on how you can do you obligation for your children. Sometimes you will just talk

to our relatives for them to attend the event or meeting.” –CFT1

“The responsibilities of a mother and a teacher at the same time overlap when I need to attain a certain task as a mother that coincides with the task as a mother that coincides with the task that I need to do as a teacher.” –CFT3

Theme 5. Practice Time Management

The outcome showed that integrating a time management program with a behavioral change strategy appears to be successful. We should complete the work on time, have more free time for recreation activities, have less stress, and be happier (Chansaengsee, 2017).

“Of course you need a budgeting of time because you need to work at home and at school.” –CFT1

“I have time management because it is very important from your family and work.” –CFT2

“Time management, teachers are hard workers and I as a teacher always take time to balance work and family.” –CFT4
“Most of the time is convenient because of my time management skills.” –CMT1

“I practiced time management as a parent and as an elementary teacher.” –CMT2

Theme 6. Prioritized their Children

Parents' level of dedication increases as they look out for and address the needs of their children. Parents see an improvement in their own worth and wellbeing when they play a significant role in the lives of their kids (Hannush, 2012). Parents' presence and guidance helps a lot in the development of their children. Their support helps their children in their everyday life and needs. It also affects their performance in school because their parents are there to provide their needs.

“First of all, the needs of my kids. When they woke up in the morning, their breakfast is ready.” –CFT2

“I provide the needs of my children and sometimes more.” –CMT1

“If we have more extra time, then that is the time we exert effort giving attention to the needs of my children.” –CMT2

“As a father I am the manager and I see to it that my authority is respected. I make sure that my family is well taken care of. Providing proper education to my children is my top priority.” –CMT5

Sub-theme 6.1. Serves as Tutor to their Children

Sub-theme 6.2. Becoming Selfless

Sub-theme 6.3. Prioritized Family

Theme 7. Proper Management of Responsibilities

Finding a balance between work and life at home is becoming even more important to many people. This suggests that their main professional goal is to balance and integrate their demands as individuals, as a family, and as a professional (Ross & Vasantha, 2014).

“Plan and build a daily routine that works for your family.” –CFT4

“The key to balance work-life is proper time management, know your priorities and plan what to do in a day to day basis.” –CFT5

“Through this responsibilities is inevitable and sometimes frustrating, it can be resolved through prioritization, time management, open communication to others.” –CFT3

“It takes a lot of practice and patience to make this happen. Sometimes it becomes confusing with all the stress and all, but once time-management has mastered, all will be just a part of your day-to-day routine.” –CMT3

“I always practice to use time management to balance my time for my family and work.” –CMT4

Sub-theme 7.1. Practicing Multi-tasking

Sub-theme 7.2. Separate Functions as Parent and as Teacher

Sub-theme 7.3. Equal Distribution of Responsibilities

Theme 8. Overlapping of Parenting and Teaching Roles

It was discovered that problems that occur arise between work and family and family and work, conflict comes from heavy workload hours, less home presence, skipped social events, and illnesses of children Azeem & Akhtar, 2014). Teaching the students is not just about the knowledge that they need to possess.

“As a parent and as a teacher at the same time have the same responsibilities. We care and nurture our children to be the best they could be something with our learners.” –CFT3

“I am the second parent of my pupils in school and like my children I love them and listen to what they say.” –CFT4

“They overlap sometimes because of the lack of time because of unexpected circumstances but still manage to do my obligation in both aspects.” –CFT5

“They overlap when you need to do your works in school and responsibilities in the family at the same time.” –CMT4

“My life as a parent and as a teacher is a bit struggling and yet fulfilling. It is always going to be difficult to balance being a teacher and a parent.” –CMT5

Theme 9. Can Achieve Sense of Fulfillment

Teachers who enjoy their lives are more likely to be happy and successful in life, as well as more effective in the education system (Karabatak, 2021). If you love your work, probably work will also love you and it seems everything will be easy.

“Both are for fulfillings to be able to give what is asked of me makes it worth it (CMT1)”

“It is a one of a kind life.” –CMT3

Theme 10. Being a Role Model

According to Simsek (2021), a teacher is required to serve as an example for students by modeling appropriate actions and imparting knowledge. The teachers who seem to have a direct impact on their students' life should serve as role models for them in order to raise good pupils and instill the desired behavior in them.

“I can integrate values and share real life experience with my students.” –CMT3

“As a parent, I can apply it with my pupils as their second parent.” –CMT4

Theme 11. Prioritized Work

Teachers need a work environment that promotes their continued development, prioritizes work without child responsibilities for professional activities, and provides dependable benefits that ensure their well-being (Whitebook et al., 2017). There are teachers who prioritize their work more but it doesn't mean that they don't prioritize their family. It's just that their work time is corrupted which can cause them to not have enough time for their family.

“Too much given to my work time corrupted me from giving time to the needs of my children.” –CMT2

Key Informants' Difficulties Experienced in Balancing their Work and Personal Life

There are six (6) difficulties experienced by the key informants in balancing their work-life balance, also emerging from the key informants' responses.

Theme 12. Lack of Time for the Children

According to Brunt 2018, teachers who work with children in special schools have life-limiting conditions for their own children. Being a parent is hard because there are times that they are busy working and do not have time for their children. Giving time to their children is one of the issues that the key informants face.

“I can’t give them enough time because of a lot of things that need to accomplish.” –CFT2

“I’m not giving them time, because sometimes they didn’t understand what you did.” –CFT3

“I can’t give them time properly.” –CFT4

“Minor issues are within the time/availability and financial aspect.” –CMT1

“Time given to my children is not fair for them. Too much time allotted for my school’s duties and responsibilities.” –CMT2

Theme 13. Financial Difficulties

Public school teachers are stressed out about their financial status since they are unsatisfied with it and worried of future financial problems (Zarate, 2015). Key informants also struggle with their finances for their families. Also, for the public teacher, that salary is not that high to have enough money for the finances.

“Lacking of budget especially when in times that we need to buy our necessities at home and then there are also things that need to buy at school. Sometimes they are overlapping and lacking of budget.” –CFT1

Theme 14. Being Consumed by School works

Teachers still doing much school work that they need to accomplish because the loss of work ability is the consequence that affects their work demands (Giannini & Latorre et al., 2015). Due to many school works and tasks, the key informants are having difficulties in managing their work-life balance; there are a lot of reports and overlapping tasks that should be done within a period of time.

“So many papers work reports. Due reports that should be done for a short period.” –CFT4

“Only minor issues like stress due to overlapping tasks.” –CMT5

Subtheme 14.1. Extended Working Hours

Theme 15. Experience Burnout

The state of physical and mental exhaustion brought on by working conditions is known as burnout. It is underlined that long-term workload and overextension can lead to emotional tiredness. Emotional tiredness, depersonalization, and decreased personal accomplishment are regarded to be three distinct indicators of burnout. (Barutçu & Serinkan 2013).

“High levels of stress are affecting teacher health and well-being, causing teacher burnout, lack of engagement, job satisfaction and poor performance.” –CMT5

“It affects me so much because you cannot concentrate on your teaching goals.” –CMT2

“Getting pressure when there are urgent reports to be submitted and problems in the family to be solved.” –CMT4

Subtheme 15.1. Loss of Concentration

Theme 16. Lack of Time

The difficulties of the teaching role were discovered to have a major impact on teachers' emotional well-being, which in turn had an effect on their work and personal lives. However, challenges to this support were discovered, including a lack of understanding and lack of time for the help needed (Brunt, 2018). Time and attention were the things that the children needed to have and feel for their parents. But time is sometimes being given for the work because too much needs to be accomplished.

“Minor issues are within the time/availability and financial aspect.” –CMT1

“Time given to my children is not fair for them. Too much time allotted for my school’s duties and responsibilities.” –CMT2

Subtheme 16.1. Lack of Social Life

Theme 17. Overload School works and Family Problem

Teachers play an important role in education. How to reduce teachers' concerns such as the pressures they endure at work and at home, has become a pressing problem (Li & Lin et al., 2021). Separating personal problems from the work environment is not easy. There are times that key informants' personal problems and school responsibilities are overlapping.

“Getting pressure when there are urgent reports to be submitted and problems in the family to be solved.” –CMT4

“Balancing work life may be difficult at times when you have tons of school tasks, but in order to complete them, you must occasionally sacrifice family time.” –CMT45

Subtheme 17.1. Overload School works

Key Informants' Strategies in Managing the Identified Difficulties in their Work-life Balance

There are six (6) key informants' strategies in managing the identified difficulties in their work-life balance.

Theme 18. Being Optimistic

Positive minds are one of their strategies to overcome stress because of the overload of work that needs to be accomplished. As stated by Gershenson (2017), despite several examples and ideas indicating a direct effect of teachers on student's achievements. The reason is being optimistic between what teachers expect and what students eventually achieve it is evident that teachers are more optimistic by nature

"It is important to have a positive side of your life, the positive outlook." –CFT2

"Set your priorities, begin your work by your goal and objectives that need to be accomplished at the end of the day and always look for the positive side." –CFT3

"Think of the bright side of life and everything will be fine." –CFT4

"I deal it stress free and always positive." –CMT1

"Be optimistic and enjoy what are you doing everything will be fine." –CMT2

"You just have to go along if there's any problem. There will always be a catch in everything." –CMT3

"Go one step at a time, and if you make more positive lifestyle choices, you notice a reduction in your stress levels, both at home and at work." –CMT5

Sub-theme 18.1. Good Communication

Theme 19. Having a Strong Faith

We teach and lead because God has given us the responsibility. God has encouraged and empowered teachers to educate others in getting to know God and living as people of faith for thousands of years. These educators and leaders came in a number of different forms, from various backgrounds and abilities (Hughes 2019).

"My family is my strength and of course our divine providence." –CFT1

"Pray and remove destruction." –CFT3

"Keep moving and be thankful to God." –CFT4

"Just pray and remove destruction." –CFT1

"I always ask for the guidance of the Lord." –CMT2

Theme 20. Practice Time Management

Teachers know how to manage their hours of work and responsibilities on a regular basis, how to deal with factors that affect job enjoyment, and how to complete their responsibilities within the allotted time to reduce tasks. It was also discovered that as instructors' workload increases, their ability to manage their time decreases (Gul & Tahir et al., 2021).

"Budgeting of time is important for you to accomplish and solve your problem." –CFT1

"Time management and multi-tasking." –CFT2

"Set block of time to different task. I take a break." –CFT4

"I have time management in performing my role as a parent and as a teacher." –CFT5

"Time management also is best strategy to overcome difficulties such as balancing work life and personal life." –CMT2

"I always remember to schedule time for it at school so I don't have to carry additional work home." –CMT5

Theme 21. Separate Functions as Parent and as a Teacher

Separating your role as a parent and as teacher is effective to overcome difficulties in the work-life balance of the key informants. They are doing responsibilities separately and effectively from each other (Rehman, & Roomi, 2012). Decision making, planning, and distribution are the most effective ways utilized to separate the function in work and family life.

"Try as you might to keep your private life separate from your work, learn how to keep personal issues from negatively affect your job." –CFT3

"Separate work from home." –CFT4

"Just learn to do management. Work stays at work and don't bring it at home." –CFT3

Theme 22. Self-love

Teaching can be hard especially if you are unmotivated and stressed but for those teachers who are having challenges make sure to take care and love themselves because it is helpful to have effective teaching and provides

teachers with practical strategies to reclaim control of the classroom (Bethune, 2020).

“I take care of my physical and emotional health. If you take care of your own needs, you will be stronger and more resilient to stress” –CFT5

Theme 23. Setting Priorities

In finding the perfect formula for achieving work-life balance, successful teachers who want a lengthy career in education find the following tips useful in assessing and improving their overall situation so that they can feel more in control of their time, priorities, and life. Let us consider putting some of the advice of some well-known mentors into action (Galias, 2014).

“Know which comes first or which are the most priorities and least priorities.” -CMT4

“Set your priorities, begin your work by your goal and objectives that need to be accomplished at the end of the day and always look for the positive side.” –CFT3

“Know your priorities, manage your time properly and do not hesitate to seek assistance among friends and loved ones. The secret to a happy life is lowered expectations. Love what you do.” –CMT1

Importance of a Healthy Work-life Balance Play in the Professional Development

There are five (5) importance of a healthy work-life balance in professional development.

Theme 24. Attain a Sense of Fulfillment

The role's diverse duties and expectations can have an impact on teacher satisfaction and the ability to achieve work-life balance. The ever-changing trends such as technology and online education modalities, introduce new issues that can undermine teacher happiness and work-life balance (Owens & Carol et al., 2018)

“It makes your life worth living. You will find enjoyment in your profession.” –CFT1

“Work life balance is very essential in the professional development because it makes my life easier.” –CFT3

“You will have a good relationship in your family, accomplish work easily and on time, less instances of sickness and absenteeism, a happier and less stressed feelings and family life feeling valued.” –CMT2

“When teachers are happy in their roles, work will feel more like a second home, and less like working for a paycheck, thus maintaining a healthier, more productive workforce.” –CMT5

Theme 25. Encourage Positive Mindset

As stated by Foght (2021), teachers are well-known for setting the standard for their classrooms. Teachers can demonstrate how to operate from a positive mindset and turn a negative situation into a positive one. Teachers can demonstrate how positivity can change the outcome of situations and increase the likelihood of success.

“Whatever life offers, let's embrace it with faith in God and put in mind that God will guide us always in times of hardships.” –CFT1

“Always look the positive side of life.” –CFT4

“Always think positive and always remember that there is a will there's a way. Change your mind set about everything and think that every task is doable.” –CFT5

Theme 26. Increase Productivity

Work-life balance should be promoted because it is a personality productivity increase. It should always begin at the top and work its way down, teachers must establish a proper work balance so that others will fall into line and incorporate it into their own lives (Gentle, 2021)

“When you can perform all your duties well.” –CFT1

“Happy because you can perform all your responsibilities for your family, work and also to yourself.” –CFT2

“Work-life balance is an important aspect of a healthy work environment.” –CFT4

“Everything will be done easier to the best expected. You don't feel any pressure as you are able to perform your best.” –CFT5

“You will achieve what you have planned and what you have decided to do on that specific time given.” –CMT2

“you will be able to achieve your goals because you can't call yourself a professional if you don't know how to balance your personal life and work.” –CMT3

Theme 27. Increase managing skills

The rest of your time will be much less productive, so it is essential to have management skills to know which part of the day works best for you and make the most of it to get something important done rather than punishing yourself when one is exhausted (Marsh, 2014). One of the findings that the researchers discovered in the study is the increase of managing skills among parent teachers.

“Well, it is good to be passionate in our work. But be aware and mindful to every assignment or task that you will do. Evaluate them carefully which of them to urgent and important so that you can manage our time and energy wisely.” –CFT3

“Always find ways to balance your work and life duties well.” –CFT5

“If you know to balance work and life there be less conflict in performing your duties in both aspect.” –CMT1

“You can perform your work well and you can deal with your pupils and co-workers properly.” –CMT4

“Maintaining work-life balance helps reduce stress and helps prevent burnout in the workplace. Creating a flexible work environment is one of the best ways to justify the work-life balance needs of a teacher. It decreases stress, boosts level of job satisfaction and helps me maintain healthier work habits.” –CMT5

Theme 28. Promotes Positive Mental Health

In the study of Jasnoch, (2021), the findings suggest that the population as a whole is not properly trained in mental health. Teachers have several techniques to establish the best possible environment for encouraging positive mental health growth, are examined.

“It reduces stress.” –CFT1

“You will not have conflict in your professional development. Everything will be easier.” –CFT2

“Maintaining a healthy work-life balance can help to reduce stress and can help prevent burnout in the workplace.” –CFT3

“It helps reduce stress and helps prevent burnout in the workplace.” –CFT4

Summary of Findings

This presents the summary of findings obtained from 10 key informants. For the first objective, it is presented according to the key informants' descriptions of work-life balance in an elementary teaching profession. There are ten (10) responses emerged to the theme proper management of responsibilities, five (5) responses to the themes opportunities to appreciate life and overlapping of parenting and teaching roles, four (4) responses to the theme being a good provider for their children, three (3) responses to the themes practice time management and separate functions as parent and as teacher and two (2) responses to the themes home as extension of their school works, need to choose between work and child school affairs, prioritized their children, can achieve sense of fulfillment, being a role model and prioritized work. There are

also two (2) responses to the sub themes experienced burnout and one (1) response to the subthemes serves as tutor to their children, becoming selfless, practicing multi-tasking, prioritized family and equal distribution of responsibilities.

For the second objective, it is presented according to the key informants difficulties experienced in balancing their work and personal life. There are five (5) responses emerged to the theme lack of time for the children, two (2) responses to the themes being consumed by school works, experience burnout, lack of time and overload school works and family problem, one (1) response to the themes extended working hours and financial difficulties. There is also one (1) response to the sub-themes extended working hours, loss of concentration and overload school works.

For the third objective, it is presented according to the key informants' strategies in managing the identified difficulties in their work-life balance. There are ten (10) responses emerged to the theme being optimistic, six (6) responses to the theme practice time management, five (5) responses to the theme having a strong faith, two (2) responses to the themes self-love, setting priorities and separate functions as parent and as teacher and one (1) response for the sub-theme good communication.

And for the last objective, it is presented according to the importance of healthy work-life balance play in the professional development. There are seven (7) responses emerged to the theme increase managing skills, five (5) responses to the theme increase productivity, four (4) responses to the themes attain sense of fulfillment and promotes positive mental health and three (3) responses to the theme encourage positive mindset.

Emerging Framework

Reflecting on the findings of the study that were based on the key informants' experiences and views led this research endeavor to form a framework titled “Work-life balance of Capampangan male and female parents in the elementary teaching profession” which proposed to guide the teachers, students, parents, school administrators and future researchers to understand the work-life balance of Capampangan elementary teachers. The diagram below shows how the different responses of Capampangan male and female teachers can be merged to come up with similar responses in their work-life balance.

4. CONCLUSIONS

The purpose of this study is to explore the extent to which Capampangan male and female teachers contrast from each other in balancing their career lives and roles as a parent, as they remain role models in the elementary teaching profession. As stated in the findings of the study, the following conclusions were derived:

1. Work-life balance is about dividing the work into two responsibilities that affect the life of an individual. It is difficult to find a balance between a teacher and a parent. Most educators experience difficulties in balancing their work-life as a teacher and a parent. Having good strategies in balancing work-life can help to have a good performance in both work and personal life. As a result, both Capampangan male and female key informants spend the same amount of time on work and home duties, and they ensure that their work and personal lives are balanced appropriately. Work-life balance can affect the life of an individual but having proper time management will help to balance the responsibilities of every individual.
2. Based on the findings, difficulties in balancing work-life are inevitable. There are many difficulties that arise in their work and personal life especially when they overlap. Both Capampangan male and female informants have similar experiences in the difficulties they encountered. Some of the vital difficulties of the key informants are lack of time for the family and being consumed by schoolwork. The key informants sometimes find this change in their performance in the teaching profession. Regardless of the difficulties they encountered in balancing their work and personal life they are still trying their best to manage it accordingly. The difficulties experienced by the Capampangan female teachers are also the same as the difficulties encountered by the Capampangan male teachers.
3. The findings show that when it comes to managing the identified difficulties, Campangan males and females both handle such difficulties professionally, and they are similar in how to handle things properly. Even though those difficulties they experienced like experiencing burn-out affect their work-life balance. Not having proper time management is also a factor that makes the teachers have difficulties in their work and personal life. As revealed in the study, being optimistic, having faith, practicing time management, and separating their roles as a parent and as a teacher can help to improve the work-life balance of every teacher. These things can help to cope with the situation to find a better solution.
4. Based on the findings of the studies, having a healthy work-life balance has a positive effect on their work professional development. The key informants revealed that some of the importance of a healthy work-life balance is to attain a sense of fulfillment, increase productivity, and improve management skills. The key informants stated that having healthy work-life results in having a positive mind, being satisfied at work, and good communication with other people. It shows that having a healthy work-life balance has a lot of benefits for every professional, especially the Capampangan teachers.

5. RECOMMENDATIONS

Based on the study's findings, the following recommendations are suggested by the researchers:

1. Considering the findings and conclusions of the study, the researchers found the need for the teachers to have a healthy work-life balance. Teaching is fun as long as teachers are passionate about your profession. Most of the teachers encountered a lack of time given to their family, schoolwork, and even their social life. Teachers should be passionate about their work. They must love what they do in order to finish the given task properly and attain a sense of fulfillment. More so, teachers must also be properly trained on how to manage their responsibility as a parent and as teachers at the same time.
2. In addition, teachers must be vocal about their thoughts. They should be engaged in meetings to collaborate with the principals and their co-teachers to express their thoughts and keep on learning. This may help them to have additional knowledge and information for all. Communication and helping one another is the most significant way to build a good relationship with your colleagues.
3. Lastly, the researchers highly suggest that this study be used as a reference for the seminars/workshops/webinars among Capampangan male and female parents who are in the elementary teaching profession. Further, the data gathered will also be extended to the future teachers this may help them know how to properly balance their work life and personal life.

6. REFERENCES

- [1] Alchemer, (2021). Purposive Sampling 101. Alchemer Formerly SurveyGizmo. <https://www.alchemer.com/resources/blog/purposive-sampling-101/>
- [2] Azeem, S. M., & Akhtar, N. (2014). The influence of work life balance and job satisfaction on organizational commitment of healthcare employees. *International journal of human resource studies*, 4(2), 18.
- [3] Barr, J., Welch, A. (2017). Husserlian Descriptive Phenomenology: A review of intentionality, reduction and the natural attitude, 7(8):113. DOI:10.5430/jnep.v7n8p113
- [4] Barutçu, E., & Serinkan, C. (2013). Burnout syndrome of teachers: An empirical study in Denizli in Turkey. *Procedia-Social and Behavioral Sciences*, 89, 318-322. <https://www.sciencedirect.com/science/article/pii/S1877042813029844>
- [5] Bethune, A. (2020). *A Little Guide for Teachers: Teacher Wellbeing and Self-Care*, SAGE Publications Ltd (UK), 2020-Nov. Eric.Ed.Gov. <https://eric.ed.gov/?q=self+care+importance+for+teachers&id=ED608816>

- [6] Brunt, R. L. (2018). *British Library EThOS: Teachers' experiences of working with children with life-limiting conditions in special schools*. <https://ethos.bl.uk/OrderDetails.do?did=1&uin=uk.bl.ethos.768369&fbclid=IwAR2V8Puj85c5P8R3bSYTFve-mo4hoj2I-az6OfafKGPbEx-7zjcHIZ0AmQ>
- [7] Campbell, A. (2021). *How to have a good work-life balance (hint: it's not just about time)*. BetterUp. <https://www.betterup.com/blog/how-to-have-good-work-life-balance>
- [8] Chansaengsee, S. (2017). Time management for work-life and study-life balance *Veridian E-Journal, Silpakorn University (Humanities, Social Sciences and arts)*, 10(5), 20-34. <https://he02.tci-thaijo.org/index.php/Veridian-E-Journal/article/view/99065>
- [9] Foght, K. (2021). *Teaching Positive Student Mindsets*. Kickboard. <https://www.kickboardforschools.com/classroom-behavior-management/teaching-positive-student-mindsets/>
- [10] Galias, M. (2014). *Seven Tips for Teachers Who like to Feel More in Charge of Their Time, Their Priorities and Their Life*. Teacherph.Com. Retrieved 2022, from <https://www.teacherph.com/seven-tips-for-teachers/>
- [11] Gentle, S. (2021). *How Having a Work-Life Balance Affects Workplace Productivity* Onrec. Onrec.Com. <https://www.onrec.com/news/news-archive/how-having-a-work-life-balance-affects-workplace-productivity>
- [12] Gershenson, S. (2017). ERIC - EJ1162328 - The Power of Teacher Expectations: How Racial Bias Hinders Student Attainment, *Education Next*, 2018. Eric.Ed.Gov. <https://eric.ed.gov/?id=EJ1162328>
- [13] Giannini, S. P., Latorre, M. D., Fischer, F. M., Ghirardi, A. C., & Ferreira, L. P. (2015). Teachers' Voice Disorders and Loss of Work Ability: A Case-Control Study. *Journal of Voice*, 29(2), 209-217. <https://doi.org/10.1016/j.jvoice.2014.06.004>
- [14] Gul, R., Tahir, I. U., & Batool, T. (2021). Impact of teachers workload on their time management skills at university level. *Indian J. Econ.Bus*, 20(3). https://www.researchgate.net/publication/356782175_Impact_of_Teachers'_Workload_on_Their_Time_Management_Skills_at_University_Level
- [15] Hannush, M. J. (2012). *Becoming good parents: An existential journey*. SUNY Press. https://books.google.com.ph/books?hl=en&lr=&id=uIegLTDucqwC&oi=fnd&pg=PR3&dq=parents+Becoming+selfless&ots=FqUqE85we9&sig=Stt4CVKw-t2AMM7Q8qncBOAxP-c&redir_esc=y#v=onepage&q=parents%20Becoming20selfless&f=false
- [16] Hughes, S. (2019). *Who Am I as a Teacher?* Umcdiscipleship.Org. <https://www.umcdiscipleship.org/resources/who-am-i-as-a-teacher?fbclid=IwAR0cN8l25i3ctuRXReEmD2XSnqjXIZUIAaAa4QDyA9YK3iS3IqnhwsRVWI>
- [17] Jasnoch, N. (2021). *Mental Health in Primary Grades*. OpenRiver. <https://openriver.winona.edu/wsurrec/2021/prerecordedpresentations/5/?fbclid=IwAR2v4zUGtq6cw7vfvIONGWd9jpKAAFV9nxfxCzkXgp6l0kSEYzJAYJleV28>
- [18] Kara, S., Günes, D., & Tüysüzer, B. (2021). Work-Family Conflict during Working from Home Due to Pandemic: A Qualitative Research on Female Teachers. *International Journal of Curriculum and Instruction*, 13(1), 251-273. <https://eric.ed.gov/?id=EJ1285876>
- [19] Karabatak, S. (2021, September 30). *A Study on Examining the Predictive Power of Teacher Candidates' Social Connectedness and Perceived Social Support on Their Life Satisfaction*, *Malaysian Online Journal of Educational Sciences*, 2021-Oct. Eric.Ed.Gov. <https://eric.ed.gov/?q=Teachers%20lack%20of%20social%20life&id=EJ1315207&fbclid=IwAR0PQD8WF-OEOYURyQ3qBE-2fXa-U8jJ2nw2O1QixqbaX-T21pBmmaGonTw>
- [20] Lam, C. (2016). *11 Rewards of Being a Teacher*. edutopia. <https://www.edutopia.org/discussion/11-rewards-being-teacher>
- [21] Li, X., Lin, X., Zhang, F., & Tian, Y. (2021). Playing Roles in Work and Family: Effects of Work/Family Conflicts on Job and Life Satisfaction Among Junior High School Teachers. *Frontiers in Psychology*, 12. <https://doi.org/10.3389/fpsyg.2021.772025>
- [22] Marsh, S. (2014). *Top 10 tips on how teachers can improve their work-life balance*. The Guardian. <https://www.theguardian.com/teacher-network/2014/dec/10/ten-tips-teachers-worklife-balance>
- [23] Martine, V., Mariette, L., Amos, V., & Joseph, K. (2021). Creating Partnerships between Schools and Lower-Educated Parents to Enhance Young Children's Language Development: A Formative Evaluation. *Review of Education*, 9(1), 243-273. <https://eric.ed.gov/?q=teacher-parent+Need+to+choose+between+work+and+child+school+affairs&id=EJ1287284>
- [24] Neubauer, B. E., Witkop, C. T., & Varpio, L. (2019). How phenomenology can help us learn from the experiences of others. *Perspectives on medical education*, 8(2), 90-97. <https://doi.org/10.1007/s40037-019-0509-2>
- [25] Owens, J., Carol, K., Tiedt, J., & Ramirez, J. (2018). *Strategies to Attain Faculty Work-Life Balance | Building Healthy Academic Communities Journal*. Library.Osu.Edu. <https://library.osu.edu/ojs/index.php/BHAC/article/view/6544>
- [26] Pace F., & Sciotto, G. (2021). *Gender Differences in the Relationship between Work-Life Balance, Career Opportunities and General Health Perception*. <https://www.mdpi.com/2071-1050/14/1/357/pdf>
- [27] Page, L. (2017). Literacy Memories of Hispanic Parents: How the Past Influences the Present, *Texas Journal of Literacy Education*, 2018. Eric.Ed.Gov. <https://eric.ed.gov/?q=teachers+appreciation+their+family&id=EJ1198869>

- [28]Pahuja, S. (2017).A study on work life balance of working parents in educational sector.*Asian Journal of Management*, 8(1), 25-29. https://www.researchgate.net/profile/Dr-Saloni-Pahuja/publication/312385756_A_Study_on_Work_Life_Balance_of_Working_Parents_in_Educational_Sector/links/587cfe4c08ae9a860ff0e130/A-Study-on-Work-Life-Balance-of-Working-Parents-in-Educational-Sector.pdf
- [29]Rehman, S., & Roomi, M.A. (2012). Gender and work-life balance: a phenomenological study of women entrepreneurs in Pakistan | Emerald Insight. Emerald.Com. <https://www.emerald.com/insight/content/doi/10.1108/14626001211223865/full/html>
- Reynoso R. (2014). *Magna Carta For Public School Teachers*. StuDocu.<https://www.studocu.com/ph/document/san-beda-university/juris-doctor/magna-carta-for-public-school-teacher/12508293>
- [30]Ross, D. S., & Vasantha, S. (2014). A conceptual study on impact of stress on work-life balance. *Sai Om Journal of Commerce & Management*, 1(2), 61-65. <http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.92.1.4147&rep=rep1&type=pdf>
- [31] Simsek, T. (2021). *Portrait of a Teacher of Educators Prof. Dr. Orhan Okay as a Role Model*. Eric. <https://eric.ed.gov/?q=Roles+of+a+teacher+as+a+parent+and+teacher&id=EJ1297646>
- [32] Whitebook, M., King, E., Philipp, G., & Sakai, L. (2017). *Teachers' Voices: Work Environment Conditions That Impact Teacher Practice and Program Quality*. Escholarship.Org. <https://escholarship.org/uc/item/6j05n6dp>
- [33] Wirihana, L., Welch, A., Williamson, M., Christensen, M., Bakon, S., & Craft, J. (2018).Using Colaizzi's method of data analysis to explore the experiences of nurse academics teaching on satellite campuses. *Nurse Researcher (2014+)*, 25(4), 30. <https://www.proquest.com/openview/806158f5f917cebac86aab4d7e3506db/1?pqorigsite=gscholar&cbl=2042229>
- [34] Woodgate, R. L., Edwards, M., Ripat, J. D., Borton, B., & Rempel, G. (2015). Intense parenting: a qualitative study detailing the experiences of parenting children with complex care needs. *BMC pediatrics*, 15(1), 1-15. <https://bmcpediatr.biomedcentral.com/articles/10.1186/s12887-015-0514-5>
- [35] Zarate, P. B. (2015). *Lifestyle and Financial Management of Public School Teachers - Document - Gale Academic OneFile*. Go.Gale.Com. <https://go.gale.com/ps/i.do?id=GALE%7CA512855554&sid=googleScholar&v=2.1&it=r&linkaccess=abs&issn=20941064&p=AONE&sw=w&userGroupName=anon%7Eaacf95ca>
-